Common Assessment Task

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What Shape Am I?

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| **The Task**: As an introduction, students were asked to think of a shape and how they would describe it to someone without using its name. They were then asked to make up their own shape puzzle, by writing a sequence of clues. Afterwards, students were asked to write about the most important clue in their puzzle and how they could make the puzzle more interesting or challenging. |

Scoring Rubric

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| 5 | Goes Beyond | Some evidence of knowledge of relationships between different shapes and use of more specific language such as parallel, vertices, faces and angles. More complex or 3D shape chosen. |
| 4 | Task Accomplished | Correct geometric and spatial language used in all clues, reflecting knowledge of the different properties of the unknown shape. Justification of key clues reflects an understanding of how particular clues are more effective in narrowing down options. |
| 3 | Substantial Progress | Clues leading towards correct solution, however the geometric and spatial language used in one or two clues reflect limited knowledge of the properties of the unknown shape. Exact following of instructions leads to a drawing of the intended shape. |
| 2 | Some Progress | Some aspects incomplete or missing, incorrect or irrelevant language used in some of the clues, little awareness of the need to go from broad to specific. Clues may lead towards the correct solution. |
| 1 | Little Progress | Little use of correct geometric or spatial language to describe the properties of the shape and insufficient information to determine shape. |